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Book of Abstracts



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KEYNOTES

The evolving business of language service provision

Anu Carnegie-Brown [Sandberg Translation Partners]

Abstract

The global language services industry is an intricate ecosystem where many different stakeholders work together to give people access to products and services in their own language. Our services cover content creation and generation, content translation and localisation, and content delivery and distribution. The best professionals understand how their role fits into the bigger picture of global language service provision and how they are responsible for contributing to a business environment that helps all their collaboration partners do a good job.

The industry has changed in the past decade, and it keeps changing. Digital transformation combined with an agile approach to creating and updating content drives the need to work faster and automate processes. It also enables language service providers to develop new service portfolios and create new roles for their staff and collaborators.



Bio

The past 25 years have seen Anu contribute to the growth of three Nordic LSPs from modest start-ups to streamlined organisations. At Sandberg, she creates level-headed strategy that inspires confidence and delivers profitable organic revenue growth. Anu leads and coaches the company's management team and nurtures links with their major stakeholders. She is



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passionate about building Sandberg's unique brand and developing innovative ways for the translation industry partners to work together.

As well as providing visionary leadership at Sandberg, Anu has volunteered at the UK Institute of Translation and Interpreting as a corporate member in a committee that guides and supports translators and interpreters in their CPD efforts. She has also been a mentor for Women in Localization and a founding member of the Elia Exchange initiative.

Anu serves on the Advisory Board of the University of Surrey Centre for Translation Studies in the UK. In 2013, she created an "Introduction to the Translation Industry" course for the University of Helsinki and has inspired an entire team of industry peers to teach it with her in Finland. Impacting the pipeline that supplies human resources for our industry is one of her key interests.

The evolving profile of the audiovisual translator

Jorge Díaz-Cintas [Centre for Translation Studies (CenTraS), University College London]

Abstract

The boom in the production, distribution and consumption of audiovisual productions, spearheaded by the increase of streaming services across the globe, has triggered an unparalleled upsurge of translation activity. Against this background, the industry has been preoccupied for some time now with what has come to be known as a critical ‘talent crunch’, affecting linguistic experts, translators, and voice actors among other professionals. In this talk, I discuss some of the translation routines that have been most impacted by these rapid changes and pay special attention to some of the new needs arising in the industry that, in some cases, invite us to reconsider the staple diet of skills of the audiovisual translator.



Bio

Jorge Díaz Cintas is Professor of Translation and founding director (2013-2016) of the Centre for Translation Studies (CenTraS) at University College London. He is the author of numerous articles, special issues and books on audiovisual translation. He is the Chief Editor of the Peter Lang series *New Trends in Translation Studies* and the recipient of the Jan Ivarsson Award (2014) and the Xènia Martínez Award (2015) for invaluable services to the field of audiovisual translation.

Website: <https://iris.ucl.ac.uk/iris/browse/profile?upi=JDAAZ03>

“It’s not my language”. Legitimate Speakers, Language Ownership and Irish Sign Language Interpreters Working in Science

Elizabeth Mathews [Dublin City University]

Abstract

Literacy difficulties among Deaf and Hard of Hearing people mean that print media is not always a reliable source of scientific information. Rather, their access to such information often relies on the availability of quality Irish Sign Language interpretation of public broadcasts as well as an established lexicon for scientific terms. The absence of the latter creates challenges for the former. Subsequently, interpreters face a range of cognitive-linguistic challenges in their work when interpreting scientific content. This is further compounded by the socio-political challenge of working with a minoritised language and the tensions around who should be charged with the development of new vocabulary. This can cause difficulties for interpreters at the coal face of emerging terminology. Based on interviews with sign language interpreters working in Ireland and the UK during the Covid-19 pandemic, this presentation explores the challenges and tensions around the development of technical terms for sign languages and the subsequent affective implications for sign language interpreters. Drawing on Bourdieu’s (1991) concept of legitimate speaker, the presentation queries central questions of language ownership in the field of sign language interpreting.



Bio

Dr Elizabeth Mathews lectures in the School of Inclusive and Special Education at Dublin City University, where she specialises in the area of deaf education. She completed her MA



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in Deaf Education at Gallaudet University, Washington DC (2005) and her PhD with Maynooth University (2011). Previously, she was the coordinator of the Deaf Education Centre in Cabra, Dublin. She sits on the Board of Management of Holy Family School for the Deaf in Cabra and is a member of the Education Partnership Group.

Her recent publications include *Language, Power, Resistance. Mainstreaming of Deaf Education* (Gallaudet University Press, 2018), 'Sign of Equity: Accessing Teacher Education in Ireland' in *Sign Language Studies* (2020), and 'Service providers' perspectives on life skills and deaf and hard of hearing students with and without additional disabilities: transitioning to independent living' (with L. Donnellan) in the *European Journal of Special Needs Education* (2020).

Website: https://www.dcu.ie/researchsupport/research-profile?person_id=14593#tab-biography



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SESSION 1

What you don't know will hurt you: Training and the future of the localisation sector

Sharon O'Brien and Alessandra Rossetti [Dublin City University]

Abstract

Translation and localisation training has been receiving increasing attention, especially in relation to the skills and competences that will allow graduates to successfully navigate the job market (Rodríguez de Céspedes 2017; Schnell and Rodríguez 2017). Efforts to bridge the gap between training programmes and the job market have included: defining translation and localisation competence (Jiménez-Crespo and Tercedor 2011; Pym 2014); simulating professional work in the classroom (González Davies and Enríquez Raído 2016; Sánchez Ramos 2019); surveying the industry (Gaspari et al. 2015); and empowering students when using technology, especially neural machine translation (NMT) (Moorkens 2018).

We conducted an online survey with the aim of moving this body of research forward. By targeting employees in the localisation sector, we gathered data on: (i) the skills required by linguists in localisation; (ii) how the industry is changing due to NMT; and (iii) how training institutions should respond to these changes.

Seventy participants completed our survey. Most participants underlined the importance of skills linked with use of technology—not just translation technologies, but also programming, coding, and familiarity with different file formats and online applications. Most participants believe that NMT will change the role of the linguist in localisation in terms of tasks, workflow, skills, market needs, and salaries. The recommended response from training institutions included: training on language technologies (especially critical use of NMT and post-editing) and on technical skills, such as natural language processing; development of transferable skills (e.g. communication) and domain specialisation, as well as exposure to industry stakeholders.

Findings from our survey are particularly relevant to the Irish context, characterised by a very active translation and localisation industry (Moorkens 2020). Our results can shape



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and inform translation curricula at Irish universities so as graduates have a better understanding of the expectations and features of the localisation job market.

Bios

Prof Sharon O'Brien is Professor of Translation Studies at the School of Applied Language and Intercultural Studies at Dublin City University. She has coordinated a H2020 EU-funded RISE project called INTERACT - The International Network on Crisis Translation. She has been a funded investigator (Science Foundation Ireland) in the ADAPT Centre for over 10 years, where her focus has been on human factors and translation technology. Her teaching focuses on language technologies, research methods, and translation. Between 1995 and 1999, Sharon was a Language Technology Consultant in the Localisation Industry.

Dr Alessandra Rossetti is a post-doctoral researcher in the ADAPT Centre and in the School of Applied Language and Intercultural Studies at Dublin City University. She is currently investigating the evolution of the localisation industry and the role of machine translation in crises. She has been a member of the EU-funded INTERACT project, the International Network on Crisis Translation. She was a recipient of the Irish Research Council scholarship for her PhD research, which revolved around the usability of different text simplification strategies for health content.

Embedding employability in the PhD and MA curricula: English-Mandarin language pair as a test case

Chen-En Ho [Queen's University Belfast]

Abstract

The concept of employability has been accentuated repetitively and has continued to guide the development of education and training (Bologna Process Implementation Report 2015, 2018; Bucharest Communiqué, 2012; Green, Hammer & Star 2009; Yorke 2006). Embedding employability in the curriculum is especially relevant for translation and interpreting (T&I), which started out as practical activities to facilitate communication across languages and cultures long before emerging as formal academic disciplines. Accordingly, T&I programmes have joined the wave of boosting student employability by integrating or bolting extra elements to the curriculum or providing value-added events outside programmes (see Cuminatto, Baines & Drugan 2017; Olalla-Soler 2019; Rodríguez de Céspedes 2017; Ruiz



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Rosendo & Diur 2017; Schnell & Rodriguez 2017). Amid this wave of curriculum reform, doctoral education, which affects the quality of the future workforce in both the industry and academia, has largely been absent from the discussion (with few exceptions, e.g. Halverson 2009; Orlando 2016; Pym et al. 2014). Against this backdrop and with the UK system for doctoral education in mind, this study examined how the employability issue for the T&I programmes at Queen’s University Belfast can be tackled by an integrated internship, with the language pair of English-Mandarin chosen as a test case. The internship addresses the core competences proposed by the EMT framework by offering simulated training for MA students as teams of language service providers (LSPs). In addition to translation practice, endeavours of LSPs in the professional world will be a core theme of the internship, including establishing a personal brand (QUB in this case) and negotiating and collaborating with relevant stakeholders. Equally importantly, the internship serves as a “sandbox” for PhD students to accumulate experience in professional practice, instructional design, teaching, and research, by participating in the workflow and steering the development of the internship.

Bio

Ho Chen-En (Ted Ho) is Lecturer in Translation and Interpreting in the School of Arts, English, and Languages, Queen’s University Belfast. His research interests span from cognitive translation and interpreting studies, through T&I education and industry, to public service interpreting, with focus currently landing on the cognitive aspect of T&I and students’ learning motivation and employability.

Gender mainstreaming in the translation classroom

Marcella De Marco [London Metropolitan University]

Abstract

In recent years translation training has been a key topic in academic debates, their focus being mainly on how to develop translation competence and enhance employability. For this reason, and in light of the fast-paced developments in translation technology, translation training has predominantly been associated with language, thematic and technical skills (EMT 2017).



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However, translation competence embraces a wider set of skills and qualities, among others cultural awareness, social responsibility and ethical values as translators are the primary agents in filtering meanings and mediating social values.

(Higher) education plays a fundamental role in shaping how new generations will think and behave. Therefore, it has the responsibility to provide targeted programmes and policies which enable graduates to become responsible professionals and critical thinkers.

Gender concerns are an area of critical enquiry which trainee translators need to confront as sexual/identity discourse poses major challenges which often translators do not seem able to handle due to limited – or an uneven level of – gender awareness and sensitivity. At the same time, HE institutions have increasingly promoted the inclusion of gender-inclusive agendas in their strategic plans. Still, a transparent and cross-disciplinary integration of gender in the curriculum and teaching approaches is missing, the reason being that academics and education policy makers fail to see that education, training and gender awareness make part of a single agenda.

Building on the promising findings from previous research (Corrius et al 2016; De Marco and Toto 2019), the present paper seeks to bridge this gap, by illustrating the steps necessary to build up an effective training framework that can ensure a more consistent embedding of gender-sensitive policies in the curriculum of translation courses. Aspects such as strategies to guide HE institutions' management in the adoption of gender-sensitive policies and procedures, well-designed sets of targets and effective teaching resources will be presented and discussed, with the dual aim of providing an emerging translation training benchmark and pushing the HE gender equality agenda forward.

Bio

Dr Marcella De Marco is a Senior Lecturer in Translation who has long investigated the interrelation between Audiovisual Translation and Gender Studies. More recently she has focused on projects which seek substantial transformations in HE policy in relation to the integration of gender concerns in the curriculum of translation courses. Her more relevant publications include: *Gender Approaches in the Translation Classroom: Training the Doers* (2019, Palgrave Macmillan, co-edited), 'The "engendering" approach in audiovisual translation' (2016, *Target*), 'Situated learning and situated knowledge: gender and translating audiovisual adverts' (2016, *The Interpreter and Translator Trainer*, co-authored), *Audiovisual Translation through a Gender Lens* (2012, Rodopi).



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WORKSHOP

Simulated Translation Bureaus in Translator Training: First Steps to Integration into the Curriculum

JC Penet [Swansea University] and Maria Fernandez-Parra [Newcastle University]

Abstract

As a result of the evolving profiles of translators, the EMT reviewed its Framework of Competences in 2017. The objective was to increase recognition not only of the technological competence translators should possess, but also to all the “human”, “soft” skills they should acquire too. Made exclusively of “transferable skills”, the “personal and interpersonal” competence is now a new competence of its own, highlighting its importance for anyone wanting a career in the translation industry. Consequently, training our students to become experts in “multilingual multimedia communication engineering” (Gouadec 2007: 17) should allow them to develop the transferable skills and competences they need to become successful translators. This is where simulated translation projects can be a particularly effective way to achieve both on a T&I programme.

The idea of simulated or ‘authentic experiential’ learning can be traced back to the early 20th century, with the work of James (1912/2012), Dewey (1925, 1928), Lewin (1948, 1952) and Piaget (1954, 1973). From the 1990s, we see this approach being applied to translator training, in the work of Nord (1997) and Kiraly (1995, 2000). From 2000 onwards, simulated/situated learning has been one of the drivers for increasing quality in translator training, providing a channel for translator trainers to increase professionalisation and employability (e.g. Risku 2016; Krüger and Serrano Piqueras 2015; Vandepitte 2016; Thelen 2016; Buysschaert et al 2017, etc). Indeed, professionalisation and employability are important themes in the EMT network

(<https://blogs.ec.europa.eu/emt/tag/professionalisation/>) and projects such as OPTIMALE (2010-2013) and OTCT/Tradutech1 (2014-16). In 2015, the International Network of Simulated Translation Bureaus (INSTB) was launched (www.instb.eu) with the aim of “increas[ing] the amount of practical translation work in translator training programmes” (<https://www.instb.eu/objectives/>).



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In this workshop, colleagues who are thinking of offering a simulated translation project as part of their course will be given the opportunity to start developing their projects. Following a short presentation of our own experiences of designing and delivering simulated projects at both BA and MA levels for our respective universities, participants will be encouraged to think concretely about and discuss the different phases of their simulated projects:

- 1) **Planning:** Where will the simulated projects sit within the programme? What are the learning outcomes? Which aspects of the project will I assess and how? What institutional barriers/constraints will I face? What are the workload implications? etc.

- 2) **Delivering:** What roles will I have to play as tutor and how will I make this clear to the students? How will I manage students' expectations? How will I manage potential tensions within the group? How will I motivate/reassure students during the project's "trough"? etc.

- 3) **Evaluating:** How will I help my students realise which soft and hard skills they have developed on the project? How will I give feedback to students? How will I make sure I capture students' feedback for the next iteration of the project? etc.

Bios

Dr JC Penet is a senior lecturer at Newcastle University, where he is the Director of the BA Modern Languages, Translation and Interpreting. JC researches translator education and teaches translation theory and practice at both UG and PG level. Since 2017, he has been President of APTIS (Association of Programmes in Translation and Interpreting, UK & Ireland). He works closely with industry to design and inform the curriculum at Newcastle University. He is also involved in the pan-European CATO (Competence Awareness in TranslatiOn) project.

Dr Maria Fernandez-Parra is a senior lecturer in Translation and Director of MA Translation and Interpreting at the Department of Modern Languages, Translation and Interpreting at Swansea University. She has produced a wide range of publications on translation topics ranging from translation technologies to Spanish translation. She coordinates the "simulated translation bureau" module at Swansea both for BA and MA Translation students, which has been running for the past decade or so. She is also a member of the Formulaic Language Research Network (FLaRN), the Secretary of the Language Research Centre (LRC) at Swansea University and the Treasurer of APTIS.



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COLLABORATION CORNER

Collaborating with Universities on the WIPO Translation Programme

Tracey Hay [WIPO]

The PCT Translation Division of the World Intellectual Property Organization (WIPO) organizes a Fellowship Programme for assistant terminologists, translators, and technical specialists, with the aim of providing on-the-job experience at an international organization. We take students working with different language combinations, according to need. We have also recently launched an on-line training course that provides an introduction to patent translation for university students studying German to English translation. Both of these will be presented and discussed.

Bio

A graduate of Bath University working for the World Intellectual Property Organization (WIPO) in Geneva since 1997, Tracey Hay has been Head of the English Translation Section within the PCT Translation Division at WIPO since 2012.

MultiTraiNMT: resources for teaching and learning about Neural Machine Translation

Dorothy Kenny [Dublin City University]

This session introduces [MultiTraiNMT](#), an Erasmus+ strategic partnership whose goal is to support teaching and learning about NMT through the production of novel materials including a freely available online textbook, online activities and a dedicated pedagogical interface for NMT.

Bio

Dorothy Kenny is Full Professor in the School of Applied Language and Intercultural Studies (SALIS) at Dublin City University, and PI on the MultiTraiNMT project.



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Innovation in Translation-related Pedagogical Networks: The East Asian Translation Pedagogy Advance (EATPA) Network

Martin Ward [University of Leeds]

The East Asian Translation Pedagogy Advance (EATPA) network was formed in late 2020, to bring together colleagues teaching translation from Chinese, Japanese and Korean into English, for dialogue, collaboration, and research/scholarship dissemination. This presentation will relate the activities, opportunities, and challenges of developing networks of this nature, demonstrating the sizeable potential for advancing the discipline of translation pedagogy, in this case of East Asian languages, as the HE digital education agenda advances globally. It will also relate the principles of pedagogical networking underpinning the network and provide early evidence of impact on advancing the discipline of East Asian translation pedagogy.

Bio

Dr Martin Ward teaches Japanese and Chinese to English translation at the University of Leeds at undergraduate and postgraduate level. He is the founder of the East Asian Translation Pedagogy Advance (EATPA) network.

SESSION 2

The uses of post-editing in the subtitling classroom: What do subtitlers-to-be say?

Alejandro Bolaños-García-Escribano [Centre for Translation Studies (CenTraS), University College London (UCL), United Kingdom]

Abstract

In recent years, an increasing number of scholars have attempted to gain a better understanding of the technological advancements and innovation that are gaining momentum in the audiovisual translation (AVT) industry (Díaz-Cintas and Massidda, 2019). We live surrounded by screens and have become avid consumers of audiovisual content (Nikolic and Bywood, 2021), particularly led by streaming platforms and the internetisation of society (Lobato, 2018). Technology has also altered industry workflows and translators'



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workstations and habits. A wider integration of cloud technologies in AVT localisation has taken place (Bolaños-García-Escribano and Díaz-Cintas, 2020), and computer-assisted technologies, such as machine translation and translation memory, which were often neglected in our field, have also gained greater currency (Burchardt et al., 2016). Machine translation engines are operating in cloud-based subtitling systems (Mehta et al., 2020), which are offering features that allow for machine-translated subtitles from pre-spotted templates and integrate automatic speech recognition to further automatise the spotting of subtitles. As discussed by Georgakopoulou and Bywood (2014) and Bywood et al. (2017), this has led to a rise in the profile of the post-editor in AVT, and more specifically subtitling.

I will discuss two educational experiences in which subtitlers-to-be were required to post-edit subtitled audiovisual material in both English and Spanish. In the first experience, an international team of eight translation trainees post-edited raw automatic subtitles for educational videos following a project-based approach. The second experience (2021) was a practical experiment involving master-level students of subtitling who localised a video clip using a commercial cloud-based subtitling system; it involved a control group and another two groups that did not use machine translation. The feedback collated after each experience through online questionnaires has proved paramount to further justify the need to embed subtitle post-editing in the AVT curriculum. The purpose of this study is to ultimately identify bottlenecks as well as good practices in pedagogical subtitle post-editing.

Bio

Alejandro Bolaños García-Escribano is Lecturer (Teaching) in Audiovisual Translation and Programme Director at University College London, UK, where he teaches (audiovisual) translation and Spanish language and culture at both the Centre for Translation Studies and the Department of Spanish, Portuguese and Latin American Studies. He holds an MSc in Audiovisual Translation and a PhD in Translation Studies from University College London, where he has taught translation at both undergraduate and postgraduate level since 2016. His latest research revolves around the pedagogical potential of cloud subtitling and the latest innovations in audiovisual translation education. He also works as a freelance translator and subtitler.



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Implementing Audio Description Training in Interpreting Programs: A Quality Assessment Perspective

Jackie Xiu Yan and Kangte Luo [Department of Linguistics and Translation, City University of Hong Kong]

Abstract

Audio description (AD) is a language service which assists visually impaired people to access audiovisual products. In Translation Studies, AD has mainly been studied as a form of audiovisual translation. However, given that both AD and interpreting are the oral type of translation, scholars have started to notice the overlaps between AD and interpreting, especially in quality assessment and training (Pöchhacker, 2018; Fryer, 2019). The current study reports the study and comparison of the quality assessment criteria used in evaluating AD and interpreting. The results show that AD and interpreting share three macro quality assessment criteria: accuracy of the information, correct language use, and effective delivery. It is found that many descriptors used in interpreting quality assessment, such as “no unjustified addition”, “appropriate language styles”, “fluency of delivery”, could be applied in AD quality assessment as well. However, some descriptors such as “no incomplete sentences” and “vividness of language” are exclusive to interpreting or AD. The differences could be partly explained by the interlingual nature of interpreting and the inter-semiotic nature of AD. It is believed that the overlapping parts identified help justify the inclusion of AD training in interpreting programs, and the divergences identified require the instructors to adopt different teaching and evaluation methods for AD training. The findings of this study suggest that AD training in interpreting classes is not only feasible, but also valuable in enhancing the quality of interpreting training and assessment.

(This study is partially supported by the TDG fund (Project No. 6000744) and the National Social Science Fund of China (Project No. 18AYY004)).

Bios

Dr. Jackie Xiu Yan received her PhD from the University of Texas at Austin, USA. She is now Subject Leader of the MA Translation Program in the Department of Linguistics and Translation at City University of Hong Kong. Her research and teaching interests include Translation & Interpreting Studies, Audio Description, and Applied Linguistics. She has published profusely in these areas. She has also edited a series of books on translation and language learning, and served as editor and



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reviewer for important publishers and academic journals. She has organized large-scale international academic activities, and is now President of the Hong Kong Association of University Women.

Mr. Kangte Luo holds a master's degree in simultaneous interpreting from The Chinese University of Hong Kong, Shenzhen. He is now a Ph.D. student at the Department of Linguistics and Translation, City University of Hong Kong. His research interests include audio description and interpreting studies.

English dubbing: tricks of the trade

Lydia Hayes [Centre for Translation Studies (CenTraS), University College London (UCL) Department of Hispanic, Portuguese and Latin American Studies (HiPLA), University of Bristol]

Abstract

Subtitling has long enjoyed the centre stage in the English-language audiovisual-translation (AVT), or localisation, industry. Meanwhile, dubbing has been reserved for importing niche genres of text, such as cartoons, anime, certain ads (Chaume 2012: 6-10) and video games. Kung Fu films and Spaghetti Westerns are two of the few genres to have been conventionally dubbed into English in the past. Nevertheless, in 2017, Netflix, the subscription video-on-demand service (SVoD), disrupted AVT norms, bringing 'foreign' films, previously marginalised to art-house cinemas, and 'foreign' series, never before screened in the Anglosphere, into the mainstream, via dubbing (Hayes 2021a). Thus non-English-language mainstream audiovisual products (films and series) entered the distribution mainstream (cinema, TV, and [S]VoDs).

Whereas "audience research has shown that people tend to prefer whatever form of [audiovisual] translation they grew up with" (Nornes 2007: 191), and this has held true in consolidated localisation industries (case in point: Poland, where Netflix failed in its attempt to replace voiceover, or lektoring, with dubbing [Rodriguez 2018]), Anglophone viewers have been more amenable to the 'new' AVT mode (Bylykbashi 2019). The quasi-conventionless state of mainstream English dubbing in its nascent stages has facilitated experimentation in dubbing strategies, at studios in the US, UK, the Netherlands and India, to which Netflix outsources its dubs. These range from standardisation (American English) to domestication (varieties of British English), and foreignisation (e.g. Hispanic-, German-, or Norwegian-accented English (Hayes 2021b).



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The burgeoning English-dubbing industry, which will conceivably extend to other SVoDs and beyond, demands a workforce of—but not limited to—translators, dialogue writers, and voice actors. In the interest of elucidating the tricks of the English-dubbing trade, a topic that might be incorporated into curricula at Irish universities, I will provide a snapshot of current trends in English-dubbing strategies and explore these in relation to (i) theories in Translation Studies, such as the “suspension of linguistic disbelief” (Romero-Fresco 2009: 49), the “dubbing effect” (Romero-Fresco 2020: 31), diegesis, and “prefabricated orality” (Baños-Piñero & Chaume 2009), and (ii) industry variables, such as workflows, stakeholders, conventions, and lip-sync requirements.

Bio

Lydia Hayes is a PhD Candidate in the Centre for Translation Studies (CenTraS) at University College London (UCL). She is Teaching Associate in Spanish-English translation at the University of Bristol and Teaching Assistant in Spanish oral language at UCL’s Spanish, Portuguese and Latin American Studies department (SPLAS). She is also a freelance translator, proofreader and dialogue writer. Lydia holds an MA in Traducción y Mediación Intercultural from Universidad de Salamanca and a BA in European Studies from Trinity College Dublin. Her research delves into accents and cultural identities in original and dubbed texts, in dual directionality between English and Spanish.

Curriculum redesign for 21st-century education in translation

Vanessa Enriquez Raido [University of Auckland]

Abstract

This paper reviews the literature on curriculum redesign and proposes flipping the curriculum in translation for educational relevance, efficiency and sustainability in a time of “smart” technologies, and cost-cutting measures. Innovation in digital technologies —with automation and artificial intelligence at their core— is shifting the nature of many jobs and the skills employers seek in their workforce. The global language industry, a significant enabler of the digital economy, is no exception. The paper will begin by swotting differing views about how technological innovation will affect the translation market and how these predictions influence visions of the kind of educational policies needed to prepare translators for tomorrow. Here, two main future directions will be considered: (i) the conventional wisdom among policy makers and program managers that curricula based on skill-biased technological change will continue to fuel an expanding knowledge economy



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and the global proliferation of higher education, including translator education; and (ii) the commonly held view that the prospect of widespread (translator) unemployment caused by technological displacement derives greatly from educational systems “failing to keep pace with digital innovation and the rising demand for higher-level skills” (Brown & Keep, 2018: 31, building on Goldin & Katz 2008). This panoramic, yet critical review of futuristic visions and ensuing educational policies will foreground final discussion around the possibility of flipping the curriculum to re-profile translation education in a context of increasing automation and reducing teaching budgets. Ultimately, the paper seeks to empower translation and translator educators around the world —with particular reference to the Anglophone world— to identify and employ best curricular practices for 21st-century education in translation through examples of: training options at different levels of study, teaching and learning efficiency, hybrid forms of cross-pollination, core transversal skills, and educational (and professional) sustainability in an age of machine intelligence.

Bio

Vanessa Enríquez Raído is Senior Lecturer in Translation Studies at the University of Auckland, where she teaches the theory and practice of translation, including courses in research methods and digital technologies. Her work intersects the fields of translation education, translation automation solutions, behavioural-cognitive approaches to translation, and translation information seeking —fields she contributes to in the form of publications, conference presentations and invited lectures in translations programs worldwide. She has recently developed a strong interest in language services in the public sector and serves as Academic Adviser for the New Zealand government’s Language Assistance Services (LAS) programme.

Translation and language learning: Student perceptions of the value of an undergraduate Chinese to English translation module for professionalization and employability

Martin Ward [University of Leeds]

Abstract

The role of translation in undergraduate language degrees has been widely discussed in recent years (Hubert, 2017; Cook, 2007; Cook, 2010), but studies on Chinese–English Translation/Interpreting (CETI) have tended to focus on specialised translator training courses at postgraduate level (for example Zhong, 2018). There have as yet been few



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studies conducted into the role of Chinese translation modules in enhancing the professionalization of language skills for undergraduate students of Chinese.

The final year UG module Practical Chinese to English translation, first taught at the University of Leeds in the 2017-18 academic year, is advertised as one which can serve, 'as a taster for those considering careers in translation and language services' (University of Leeds, 2017). In recent years, informal comments from students have revealed perceptions of this module as very useful for the professionalization of their language skills. With the aim of advancing pedagogical methods and practice within this module, this study set out to survey student perspectives on the contribution of this module to professionalization and employability, conducting one survey before teaching began on the module in the 2020-21 academic year, and one after teaching was completed.

Results from the pre-teaching survey indicated that 89% anticipated needing to translate as part of their future career and that they strongly anticipated the module would provide them with important skills for their future careers. All respondents viewed having a translation module on the undergraduate Chinese curriculum as quite/very important. The main transferrable skills they indicated anticipating being strengthened through the module were communication skills, analytical skills, independent working and time management (all 78%). Results of the post-teaching survey are expected to indicate student perceptions of this module as providing strong links to enhanced student skills and future employability and therefore the importance of a greater emphasis on instrumental programme goals.

Bio

Dr Martin Ward teaches Japanese and Chinese to English translation at the University of Leeds at undergraduate and postgraduate level. He is actively engaged in research into the translation pedagogy of Chinese and Japanese at higher education institutions and is the founder of the East Asian Translation Pedagogy Advance (EATPA) network. He is a Fellow of Advance HE and a member of the BATJ, BCLTS, and EST. His translation of over 1100 pages of wartime Japanese military documents is due to be published in 2021, and he is also the joint chief-editor of the Language Scholar journal.



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Feeling like a translator: a phenomenological journey

Néstor Singer [The University of Manchester/Universidad de Santiago de Chile]

Abstract

The idea of becoming a translator is not new in the translation literature. Toury (1995) suggests the notion of translatorship, by which he meant that translators acquire of a set of norms that governs their translator-related behaviour in the role they play in society. Translator education usually provides the context whereby those constructs can be developed. However, it is not clear how trainees configure this specific set of beliefs during their studies and how they move from students to professional translators. This presentation aims to shed light on this process by turning to students' perceptions of their experiences as they develop their translator identity (Singer forthcoming). A group of twelve students from two Chilean translation programmes engaged in five individual semi-structured interviews during the course of two years. Interviews were audio-recorded, transcribed and then examined using the Interpretative Phenomenological Analysis (IPA) (Smith, Flowers and Larkin 2009), which aims to describe the psychological processes underlying the participants' experiences in their translation programmes. The participants' narratives suggest four phases of interdependence between their student and translator identities. In nesting, initial translator identity constructs are verified by means of academic behaviour and grades. Then translator and student identities overlap, as the translator identity constructs provide a conscious sense of purpose to the student identity. These two identities start to separate as participants feel that 'real' practice is required to fully verify their translator identities. Finally, both identities detach from one another upon the completion of trainees' professional internships as they feel they no longer require their undergraduate programme to continue developing their translator identity. These stages highlight critical episodes that underlie these participants' development of their translator identity and could potentially explain why some students finish their programme feeling a translator and some do not.

Bio

Néstor Singer is in the final year of his PhD studies at The University of Manchester. His research interests are translator identity, translation psychology and second language learning in translator programmes. He is also an Associate Professor at Universidad de Santiago de Chile (USACH).

SESSION 3

Making a virtue of necessity: findings from “emergency remote interpreter training” as a basis for future didactic approaches

Karin Reithofer [Centre for Translation Studies, University of Vienna]

Abstract

With the global spread of the COVID-19 pandemic at the beginning of 2020 and far-reaching lockdowns shutting down universities, interpreting trainers and students found themselves in a situation of “emergency remote teaching”. Even though an increasing research interest in distance learning and technology-assisted teaching can be observed in the field, the online-only setting presented interpreter training institutions with many unfamiliar challenges regarding teaching models, formats, and tools.

In order to assess the impact of this experience on students and trainers, an anonymous, web-based survey was carried out at Vienna University’s Centre for Translation Studies. More than 100 interpreting students and trainers completed an online questionnaire on interpreting training in distance mode with items exploring the effectivity of tools as well as modes and formats of teaching, feedback, and exams during the terms of distance learning.

The evaluation and inter-group comparison of the responses aim to shed light on what students and trainers viewed as the main constraints of training interpreters by distance mode, but also seek to highlight the reported advantages that both groups experienced in the online environment. The results should help to indicate what lessons can be learned from the crisis and how these findings can serve to inform the development of new training models for interpreters involving distance teaching. Hence, the insights from a period of emergency remote teaching are intended to provide visions for a future in which blended learning, virtual learning environments and technology-assisted teaching, but also distance interpreting will certainly continue to be part of our academic and professional lives.

Bio

Karin Reithofer is a senior lecturer at the Centre for Translation Studies at Vienna University and a professional conference interpreter (AIIC). She holds a PhD in Interpreting Studies from Vienna University and MAs in interpreting and translation from Graz University and Westminster University. She was a member of the QuaSi research team (lead: Prof. Franz



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Pöschhacker). Main areas of research: the interplay of English as a lingua franca and interpreting, interpreting for international institutions, interpreter training.

Getting the basics right - the cognitive ergonomics of teaching simultaneous interpreting

Kilian Seeber and Eleonore Arbona [Faculty of Translation and Interpreting, University of Geneva]

Abstract

This presentation sets out to describe the cognitive ergonomics of an introductory course to simultaneous interpreting. The study of ergonomics holds the potential of improving human performance not only in occupational sectors, but also in educational settings, where they can influence learning performance (Smith 2007). It has long been acknowledged that instructional design can have direct effects on learning outcomes provided it considers the underlying cognitive architecture of the learner (Clark, Nguyen & Sweller 2006). Relevant design features comprise the sequencing of tasks and the provision of cues (or feedback) using different types of media (Fleming & Levie 1993). The cognitive ergonomics (CE) of a learning environment, therefore, address the interaction among the key features of instructional design, the learning content and the learner. Starting from the premise that simultaneous interpreting (SI) is a complex cognitive activity (Seeber 2011) likely to generate high levels of intrinsic load (Sweller, Van Merriënboer and Paas 1998) in traditional apprenticeship-based training models (Moser-Mercer 2008), the primary research focus of this contribution is to describe a training model based on CE-based multimodal activities. These activities are described in terms of their CE design that aims at making available the necessary cognitive resources for germane processing and promoting the acquisition of schemas through practice (Anderson, Fincham, and Douglass 1997).

Bios

Kilian G. Seeber is associate professor and Vice Dean of the University of Geneva's Faculty of Translation and Interpreting. He is the program director of the MA in Conference Interpreting and the MAS in Interpreter Training. Kilian earned a graduate degree in Translation and Interpreting from the University of Vienna, a postgraduate degree and a PhD in Interpreting from the University of Geneva before completing his postdoctoral work in Psycholinguistics at the University of York. Kilian's research interests include cognitive



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load and multimodal processing during complex language processing tasks, topics on which he has published widely.

Eleonore Arbona is a doctoral student at the Faculty of Translation and Interpreting of the University of Geneva in Switzerland, where she is a teaching and research assistant. She is a trained conference interpreter and her research interests include multimodal processing and the role of gesture during simultaneous conference interpreting.

SESSION 4

Learning outcomes of a revision course. What future must translators and revisers be prepared for?

Aurélien Riondel [University of Geneva]

Abstract

Many translation students receive a training in revision during their curriculum, either in a translation course or as a separate course. Still, except in particular contexts like Canada – where revision has a long tradition –, revision teaching is quite new. Literature about revision didactics is scarce, and the same applies for guidance on how to teach revision. This presentation shall contribute to revision didactics by sketching learning outcomes useful to future translators-revisers, building on testimonies from translators and revisers.

The data originates from a large interview study (n=45) conducted within the context of a PhD. Interviews were conducted with translators, revisers, heads of translation departments and project managers in one intergovernmental organisation, several units of the Swiss Confederation, two private companies with in-house translation departments and two translation agencies. Although the study was conducted in Switzerland, findings are relevant for all contexts and languages, because they are not language-dependant.

Revision has two faces: revising and being revised, and a revision course must include both. The data shows that being revised can be demoralizing or annoying. The negative impact obviously depends on the number of corrections, but also on the way corrections are presented and the sensitiveness of the translator. Therefore, students must learn to justify their corrections, explain their choices in a respectful manner, and be prepared to be



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revised. Revision differs greatly from context to context and from text to text. This is why future revisers must learn to be adaptive in order to work in various situations. Revising is considered as a difficult task by the young revisers interviewed, and two patterns emerged from the data. Young revisers tend either to be ashamed to intervene or to correct too much. Students should be aware of these two patterns, and hence be encouraged to increase or limit their intervention.

Bio

Aurélien Riondel is a research and teaching assistant and a PhD student at the University of Geneva's Faculty of Translation and Interpreting. His PhD focuses on revision in Switzerland and, more specifically, on the relationship between translator and reviser. In 2020-2021, he held a research grant from the Swiss National Science Foundation. Outside of his academic activities, he also works as a freelance translator, mostly from German to French.

Study Space: Creating Online Postgraduate Communities of Inquiry

Alexa Alfer, Lindsay Bywood and Juliet Vine [University of Westminster]

Abstract

Outside of pockets of reflection-based assessment tasks within individual modules, systematic knowledge of, and reflection on, the very nature of learning on the part of students is too often tacitly assumed rather than systematically, or holistically, accounted for in the learning journeys of translation and interpreting students. At the same time, the move to online teaching and learning in March 2020 prompted extensive reflection on pedagogy on the part of both individual colleagues and course teams, which provided a rich seam of insight into the principles and practices of student-centred and co-creative learning and teaching. Sharing and exploring these with students in a dedicated forum gradually became the core focus of our innovative 'Study Space' initiative, initially introduced on the University of Westminster's MA Specialised Translation and MA Translation and Interpreting in an attempt to foster students' collective, self-directed learning and the formation of concrete communities of enquiry in the online environment. Its central aim is to enable student translators and interpreters to reflect on both the theory of (remote and in-person) learning and the conditions for success for the individual and the group.



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'Study Space' comprises (a) a series of tutor-led online workshops on self-directed learning, flipped classrooms (Herreid and Schiller 2013), social presence and communities of enquiry (Garrison, Cleveland-Innes and Fung 2010) to enable learners to reflect on what learning is in both online and onsite contexts; (b) practical sessions putting the insights gained from the workshops into practice (e.g. virtual writing retreats (Murray and Newton 2009), weekly 'Accountability Hour' sessions); and (c) a dedicated 'Study Space' Blackboard organisation for learners to form mutual support groups, student-led reading groups, lab practice sessions, etc.; this virtual space has both live interactive functionality via Collaborate and is enhanced by a collection of study skills content.

Our presentation will report on the rationale, structure, and content of 'Study Space' as a dedicated space for exploring learning, its reception to date, and a range of ongoing actions and impact of the work.

Bios

Alexa Alfer is Course Leader for the MA Specialised Translation and MA Translation and Interpreting at the University of Westminster. She has many years of experience as a professional translator and editor, specialising in general commercial as well as academic translation. She teaches practical translation, quality assurance, and translation theory modules. Her research focuses on the intersections of translation theory, philosophy, and cultural studies and she is particularly interested in hermeneutic approaches to translation theory, and conceptual as well as applied explorations of translational agency. She is the co-founder of the Translaborate project and recently edited, with Cornelia Zwischenberger, a special issue on translaboration for *Target* (32:2020).

Lindsay Bywood is a Senior Lecturer in Translation at the University of Westminster. She teaches translation, audiovisual translation, and professional skills for translators, and is part of the core team delivering the MA Specialised Translation and the MA Translation and Interpreting. She has been working in subtitling since 1998, most recently at VSI, an international subtitling and dubbing company. Her research interests include subtitling, machine learning in the translation domain, and audio description and inclusive design. Lindsay is a Director of the European Association for Studies in Screen Translation (ESIST) and her journal work includes being Deputy Editor of the *Journal of Specialised Translation*.

Juliet Vine is a Senior Lecturer in Translation and Interpreting at the University of Westminster. She teaches translation, public service interpreting, and Translation as Cultural Practice. Juliet's research interests include pedagogical research, with a focus on translator competence and assessment practices, and contrastive rhetoric focusing on Chinese and



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western rhetorical traditions. Juliet has published book chapters in edited volumes such as *Translation and Meaning* (2016), by Peter Lang, and *Quality Assurance and Assessment Practices in Translation and Interpreting* (2019). Juliet has also published her work in international journals, and co-edited the ITT special issue 12(1) on 'New Perspectives in Assessment in Translator Training' (2018).

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Pat Cadwell, Lucía Pintado Gutiérrez and Dorothy Kenny
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